New Mexico Public Education Department

2010 Annual Report

Making Schools Work

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The accomplishments listed in this report would not have been possible without the support of our statewide partners. We thank you for helping us to create a world class education system that prepares all students in New Mexico for success.

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Annual Report 2010

The New Mexico Public Education Department 2010 Annual Report was created as a way to reflect on the accomplishments in education that occurred under Governor Bill Richardson's administration from 2002–2010. In 2003, the Governor outlined a reform agenda and pledged his commitment to improve education in New Mexico. His first order of business was to work with the legislature to place two amendments to the state constitution before voters. The first established a Public Education Department with a secretary accountable to the governor. The second tapped into the state's Permanent Fund to increase investments to education. Voters approved both amendments, paving the way for a coordinated approach to reform at the executive level.

Governor Richardson and Secretary García working together to address the unique needs of New Mexico students.

In the fall of 2003, Governor Richardson nominated New Mexico's first cabinet level Secretary of Education, Dr. Veronica García. She began her term by outlining an aggressive, integrated action plan to raise expectations and close the achievement gap in New Mexico, which included the following components:

- Targeted district and school support
- Alignment of rigorous state standards for excellence and state assessments
- Redefinition of and increase in parent involvement
- Focus on English language acquisition and literacy

Together with the Governor, Secretary García drafted a state strategic plan for education, *Making Schools Work*, to address the unique needs of New Mexico students. They identified the following reform areas to target:

- Academic Rigor and Accountability
- Closing the Achievement Gap
- School Readiness
- Quality Teachers
- Parent & Community Involvement
- 21st Century Classrooms
- College & Workforce Readiness

Dr. Susanna Murphy, Secretary of Education, (second from right) with staff from Las Cruces Public Schools

These seven areas provide the structure for this annual report. Due to Secretary García's effort up to her retirement in July of 2010, New Mexico leads the nation in comprehensive approaches to education reform and has received significant national recognition. In August 2010, Dr. Susanna Murphy was appointed Secretary Designate and continued the momentum of reform. The accomplishments listed on the following pages illustrate the profound transformation that took place in education in New Mexico over the past eight years, truly confirming Bill Richardson as the Education Governor for our state.

Academic Rigor and Accountability

The implementation of the federal No Child Left Behind Act ushered in the era of high-stakes testing. Schools and districts are rated as making or not making adequate progress based on the performance of their students. State agencies are responsible for setting the level at which a student is considered proficient. Under the leadership of Secretary García, New Mexico chose to keep its standard for proficiency high while addressing issues facing our students that negatively impact their achievement, such as poverty and language. In order to boost rigor and accountability, the following actions were taken:

- Replaced the state's criteria-based test with a standards-based test (2005)
- Adopted the Student & Teacher Accountability and Reporting System (STARS) ensuring that each student in New Mexico is assigned a unique identification number creating the ability for schools and the state to collect and analyze for longitudinal student data (2006)
- Established a Math and Science Bureau within the Public Education Department (2006)
- Named a statewide Math and Science Advisory Council with representatives from K–12, higher education, and the private sector (2006)
- Created the Charter Schools Division as part of the Charter Schools Act giving parents a choice in public education (2004)
- Signed a Memorandum of Agreement with the Council of Chief State School Officers and the National Governors Association to adopt Common Core State Standards (CCSS) along with 47 other states that have also committed to adopting the CCSS (2009)
- Adopted CCSS in Mathematics and Language Arts to be implemented in classrooms in July 2012 (2010)

Recognition and Results

New Mexico has been recognized for its efforts in the area of Academic Rigor and Accountability in the following ways:

- Earned recognition as only 1 of 11 states to have standards-based assessments aligned to strong content standards. American Federation of Teachers (2006)

- Recognized by the National College Board as having state standards that are well aligned with the SAT, PSAT, and AP tests (2006–2007)
- Placed 2nd in the nation for education reform, leading the country in three categories: curricular content, standards-based reform, and school choice. *How Well are States Educating our Neediest Children?* Fordham Foundation (2006)
- Recognized by the U. S. Department of Education for having high academic standards aligned to the National Assessment of Educational Progress (NAEP) (2007)
- Received full approval by the U. S. Department of Education for the New Mexico Standards-Based Assessment after a rigorous peer review process (2008)
- Recognized by the Regional Education Laboratory for having mathematics standards highly aligned with the NAEP (2008)
- Recognized as 16th nationally for having strong policy on standards, assessments, and accountability. *Education Week*, Quality Counts Survey (2008)
- Recognized among the top rural states for proficiency of reading and math by the National Center for Education Statistics (NCES)

Academic rigor occurs when students are able to demonstrate in-depth mastery, achievement, and application of the state's learning standards. Rigor in teaching promotes student growth and achievement.

- Rated by NCES for rigor of standards. New Mexico is 9th in the nation in fourth grade reading, 9th in the nation for fourth grade math, 6th in eighth grade math and 14th in eighth grade reading in a comparison of the New Mexico Standards Based Assessment and the NAEP assessment (2009)

Closing the Achievement Gap

The core of the Public Education Department's work is student academic achievement. New Mexico is faced with some long standing and unique challenges, including having a population with great diversity, many languages and cultures, significant poverty, and geographic isolation. Governor Richardson viewed these challenges as opportunities for reform and charged Secretary García with developing initiatives to level the playing field for all students, regardless of their background. She led this effort through collaboration with the business community, education partners, practitioners, legislators, and her staff through the following:

- Created the Priority Schools Bureau within the Public Education Department. The purpose of this bureau is to collaborate with schools to provide support and assistance for student achievement (2004)
- Created a support system for schools that do not make Adequate Yearly Progress for more than two years in a row. This system of support is anchored in the Educational Plan for Student Success (EPSS), a strategic plan that every school must submit (2007)
- Implemented the WebEPSS, a web-based tool that allows districts to align funding with research based decision making (2008)
- Established a regional model of school improvement to provide support to schools and districts through collaboration with districts, Regional Educational Cooperatives, and educational partners across the state (2009)
- Created the Rural Education Division within the Public Education Department to strengthen school, family, and rural community relationships while enhancing opportunities for lifelong learning (2006)
- Implemented the only comprehensive Indian Education Act in the nation which includes the following (2003):
  - Alignment of BIA & public school systems creating equitable access and educational opportunities while maintaining Native languages
  - The study, development & implementation of positive educational systems
  - Increased tribal involvement & control with tribal approval of curricula development
  - Cooperation among NM, Arizona, Utah & The Navajo Nation solidifying formal government to government relationships

New Mexico Secretary of Education, Dr. Veronica García, with Dr. Evangeline Parsons Yazzie, one of the authors of the first textbook in the nation for teaching the Navajo language (2008)

- Created MOUs recognizing the unique role and sovereignty of tribes in establishing standards and criteria for, and determining competency of, persons seeking certification in Native American Language and Culture, K-12 (2003)
- Adopted a textbook for teaching the Navajo Language—first state in the nation to do this (2008)
- Increased from 81 to 184 the number of Native American teachers and administrators in programs for advanced degrees or administrative certificates (2006 to 2007)
- Supported student wellness in the following ways:
  - Adopted Health and Physical Education performance standards in state rule (2006)
  - Assisted all 89 school districts in developing wellness policies which included forming school health advisory committees, and nutrition and physical activity components (2006)
  - Regulated vending and removed junk food from schools (2006)
  - Increased from 70 to 84 the number of school-based health centers (2007 to 2008). These health centers received more than 40,200 student visits and served nearly 19,000 youth over the course of the 2007–2008 school year
  - Expanded elementary physical education programs to cover an additional 38,600 students in grades K–6 (2008), which has grown to 72,000 (2010)
- Held four Governor's Summits on the Achievement Gap each with a separate focus—English Language Learner, Hispanic, Native American, and African-American. The purpose of the summits was to call attention to educational challenges, collaboratively arrive at solutions, and engage parents and communities in the process (2009)
- Passed the Hispanic Education Act to improve the education of New Mexico's Hispanic students and close the achievement gap (2009)
- Appointed the Hispanic Education Advisory Council to advise the secretary on matters related to improving public school education for Hispanic students, to increasing parent involvement and community engagement, and to increasing the number of Hispanic high school graduates who succeed in post-secondary academic, professional or career education (2010)

Recognition and Results

New Mexico has been recognized for its efforts in the area of Closing the Achievement Gap in the following ways:

- Ranked 2nd nationally for food available to students and 4th nationally for a strong nutrition policy. Center for Science and the Public Interest (2006)

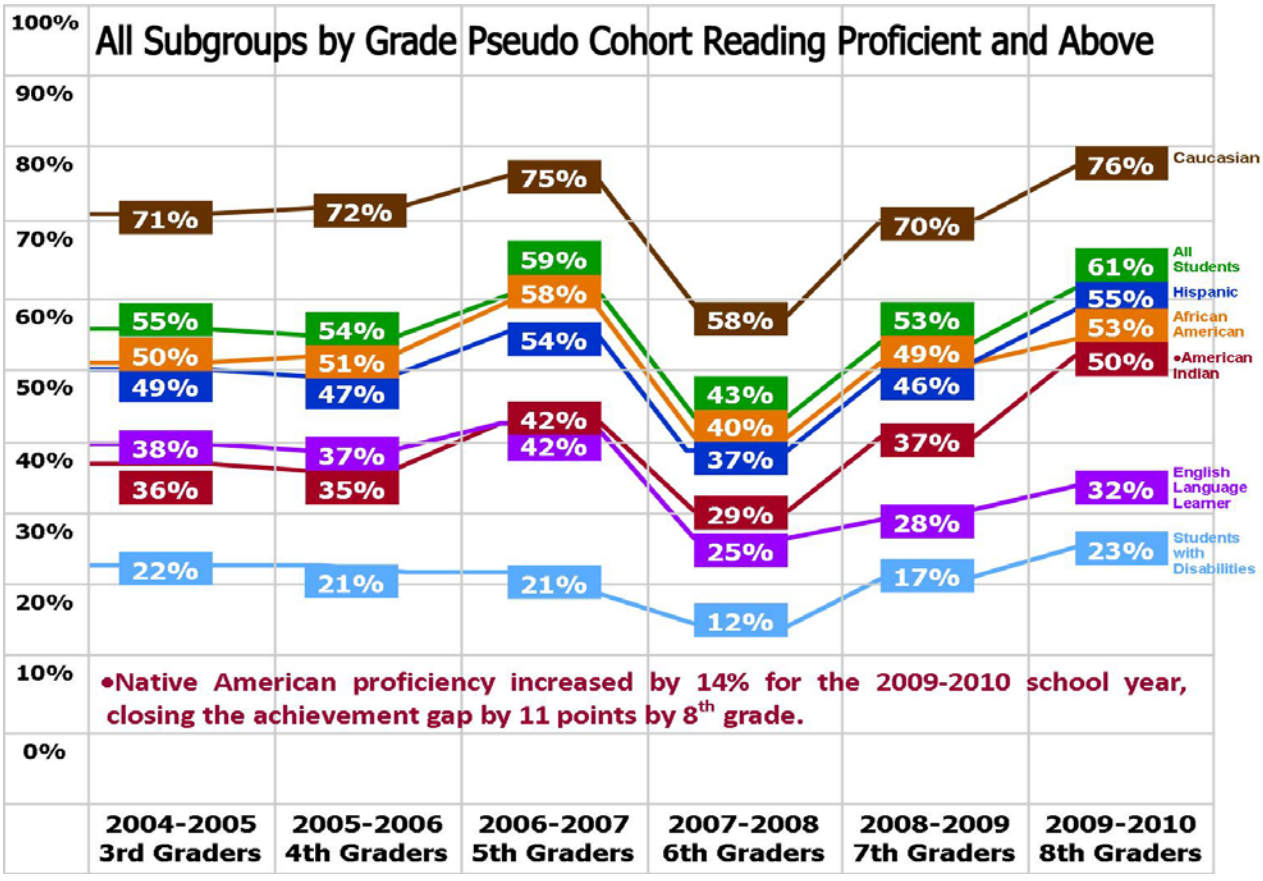
- Ranked 1st in the nation for the percentage of eligible low-income students eating free and reduced priced breakfast. Food and Research Action Center (2007)
- Increased from 63 to 113 the number of newly-certified Native American teachers (2006 to 2007)
- Earned a "B+" for resource equity to schools. *Education Week*, "Quality Counts Survey" (2007)
- Received $28 million in School Improvement Grants to turn around 9 of New Mexico's persistent lowest-achieving schools as part of American Recovery and Reinvestment Act (ARRA) (2010)
- Showed steady, incremental increase on the National Assessment of Education Progress (NAEP) from 2003-2009:
  - Achieved New Mexico's highest average scale scores for Hispanic students for both grade 4 and grade 8 mathematics (2009)
  - Increased test scores in grade 4 math and reading (2009)
  - Increased grade 4 performance on the assessment in math at a faster rate than that of the nation (2009)
  - Increased the percentage of students proficient or above by 11% in math and 6% in science from 2004-2009

Bluewater Elementary School in the Grants-Cibola County Schools district honored as Blue Ribbon School of the Year, 2009

Closing the Achievement Gap

New Mexico students have shown a gradual upward trend in Math, Reading, and Science achievement. Over the last six years, the percent of students proficient or above has increased 12% overall in Math, 3% overall in Reading, and 6% overall in Science. The following are a few achievement highlights:

- Native American 3rd graders showed the largest increase of 7% in the 2009-2010 school year, closing the achievement gap in 3rd grade Math by 4 points over 2009
- Overall, 4th grade math proficiency increased 3% from 2009 to 2010, and 6% over six years
- Native Americans showed the greatest three-year gains in math for the 2009-2010 school year at 8% followed by Hispanics at 7%
- For the 2009-2010 school year, Native Americans show the largest six year gains posting a 5% increase
- Fifteen schools made AYP for two straight years, beginning with the 2008-2009 school year, to exit *In Need of Improvement* designations



School Readiness

During the first few years Governor Richardson was in office, a campaign was undertaken to educate legislators and the public about the tremendous impact early learning can have on overall achievement. This campaign received support from the Lieutenant Governor, Diane Denish. The legislature funded numerous early childhood programs. We are now seeing the positive effects of these programs with New Mexico's 2009-2010 3rd graders, the second group of students to attend full day kindergarten, who posted the largest achievement gain in math. Here are some steps taken to ensure all children are ready for school.

- Achieved a milestone—Full day kindergarten in New Mexico celebrated the fifth and final year of phase in, which began in 2000. All school districts now offer Full Day Kindergarten programs (2005)
- Adopted statewide early learning outcomes for pre-kindergarten (Pre-K) (2005)
- Passed the Pre-K Act to promote intellectual, emotional, social and physical development (2005)
- Invested $17.6 million in Pre-K programs to be administered by the Public Education Department and the Children, Youth, and Families Department (2008)
- Funded at $7.2 million—New Mexico's K-3 Plus program serving 6,996 students in 92 schools and 25 school districts (2008–2009)

New Mexico's K-3 Plus program aims to demonstrate that increased time in kindergarten and the early grades narrows the achievement gap between disadvantaged students and other students.

- Served 4,745 four-year-olds in 152 Pre-K programs administered by both the Public Education Department and the Children, Youth and Families Department (2009)
- Funded with an additional $17 million—New Mexico's K-3 Plus program (2010)

Recognition and Results

New Mexico has been recognized for its efforts in the area of School Readiness in the following ways:

- Ranked in the top 10 states in the nation for reading achievement by the federal Reading First Office in three categories—grades 1, 2, and 3, grade 3 for students with disabilities, and grades 1 and 2 for English Language Learners (2006)

School Readiness

- Ranked number one for growth in Oral Reading Fluency by the Western States, Federal Reading First Office (2007)
- Demonstrated through the DIBELS assessment results that students in K-3 Plus programs are entering kindergarten with appropriate reading skills. The data also suggest that these students will do better than their kindergarten peers who did not participate in the program (2009)
- Demonstrated through the National Institute for Early Education Research (NIEER), New Mexico's Pre-K program had a substantial, positive impact on the students' math, vocabulary, and early literacy skills when those students entered kindergarten (2009)
- Demonstrated through NIEER reports that students in New Mexico's Pre-K programs (2009):
  - Increased math skill by 40%
  - Increased vocabulary growth by 54%
  - Increased literacy and print awareness by 118%
  - Outperformed their non-Pre-K peers in vocabulary and literacy

Lieutenant Governor, Diane Denish, with some of New Mexico's Pre-K students. New Mexico's Pre-K program improves children's readiness for kindergarten in key academic areas.

Quality Teachers

Classroom teachers are the single most influential factor in student achievement. Prior to the Richardson administration, teacher salaries in New Mexico ranked nationally as some of the lowest in the country, and teachers were often permitted to instruct classes for which they were not qualified. Under the Governor's direction, Secretary García worked with legislators to set teacher salaries at a more competitive level, define levels of competency, and ensure teachers are qualified in the content they teach. In order to ensure the presence of quality teachers in our state, the following actions were taken:

- Established the Transition-to-Teaching Program (T2T) for professionals with a degree in an area other than education interested in becoming educators in New Mexico (2004)
- Increased salary ranking from 46th to 36th in the nation as recognized by the National Education Association (2005–2007)
- Implemented new Three-Tiered Licensure system, investing $82 million in teacher salaries with increased compensation for increased competencies (2006)
- Invested $6.5 million in professional development and mentorship programs (2007)
- Established a $50K minimum salary for level-3 teachers (2007)
- Boosted salaries by an average of 2% for teachers and licensed support staff as provided by state legislature (2008)
- Strengthened preparation programs and required competencies for principals and other administrators in order to improve local school leadership, teacher support and evaluation, and student learning (2009)

New Mexico features a three-tiered licensure system designed to attach base salaries to each level of teaching license.

Recognition and Results

New Mexico has been recognized for its efforts in the area of Quality Teachers in the following ways:

- Ranked by the U.S. Department of Education as one of only nine states with an approved Highly-Qualified Teacher (HQT) plan. HQTs must be licensed and demonstrate competency in their core academic subject area (2006)

Quality Teachers

- Ranked 5th nationally for percentage increase in average teacher salaries as reported by the National Education Association (2007)
- Named "State of the Month" for strategies to improve teacher quality by the National Commission on Teaching and America's Future (2007)
- Increased to 88 the number of National Board-Certified teachers in New Mexico (2009)
- Ranked 21st in the country for newly National Board-Certified teachers. (2008)
- Increased from 67% in 2003–04 to 94% in 2008 the number of core courses taught by HQTs. By 2009, the number of HQTs increased again, this time to 99.4%

Highly-qualified teachers must have earned a degree, be state licensed, and demonstrate knowledge and competence in the core content that area he or she teaches.

21st Century Classrooms

Governor Richardson has been a great proponent of the use of technology and has supported several significant education related initiatives. From the Governor's Laptop Learning Initiative to the passage of the Cyberacademy Act, New Mexico schools moved toward the vision of 21st century classrooms, including the following:

- Passed the Cyber Academy Act—an aggressive education technology strategy (2007)
  - Reduces geographic barriers
  - Expands course offerings–language, math, science, technology, and career/tech
  - Resolves conflicts in student schedules
- Opened the Innovative Digital Education and Learning network (IDEAL-NM). Created by Governor Bill Richardson and the state legislature, IDEAL-NM is a joint program of the New Mexico Higher Education and Public Education Departments. It provides eLearning services to PK-12 schools, higher education institutions, and government agencies (2008)
- Developed and administered through IDEAL-NM—employee online trainings for over 17 state agencies through their own customized web portals. IDEAL-NM is able to deliver 60 online courses to over 4,500 employees statewide without the need to travel (2010)
- Established the ability through Governor Richardson's *Graduate New Mexico*! program for high school dropouts of any age to earn a high school diploma at no cost using IDEAL-NM online courses (2010)
- Provided almost 6,000 7th graders with computers through the Governor's Laptop Learning Initiative (2003)

Pictured is staff from IDEAL-NM, which has had at total of 3700 course completions since 2008. Seventy-two districts and 28 charter schools are currently enrolled in the virtual school

21st Century Classrooms

Of the 62 high school students in Carrizozo district, 44 are taking courses through IDEAL-NM. New Mexico's PreK-12 public schools have full access to IDEAL-NM's catalog of standards-based online courses. Among the 53 course offerings are course biology, financial literacy, and New Mexico history.

Recognition and Results

New Mexico has been recognized for its efforts in the area of 21st Century Classrooms in the following ways:

- Recognized by North American Council for Online Learning (NACOL) as the first state in the nation to create a statewide eLearning system that, from its inception, encompasses all aspects of learning from traditional public and higher education, to teacher professional development, continuing education, and workforce education (2008)
- Ranked 6th in the country for online learning policies and practices according to the Center for Digital Education (2008)
- Earned a grade of "B" for student access to technology. *Education Week*, "Technology Counts" (2009)
- Recognized by New Mexico's Human Services Department for IDEAL-NM being its first choice for delivery of cost-effective employee training and information dissemination mandated by federal, state, departmental, divisional, and union directives (2010)
- Enrolled 1,000 drop outs as part of *Graduate New Mexico, It's Everybody's Business!,* a Governor's initiative to recruit drop-outs and expand their opportunities to drop back in and earn their high school diploma (2010)

Parent and Community Involvement

In many towns, schools are the heart of the community. Over half of the school districts in New Mexico are situated in rural areas, and many of them are isolated. It is critical for leaders to be informed about the unique needs of our diverse communities, large and small. At the beginning of her term, Secretary García held 24 community conversations all over the state reaching 3,000 parents and community members, gathering information on the educational needs of each group, enlisting community members to support the educational process, and encouraging school leaders to involve parents in meaningful ways. The Public Education Department continues to value parent and community involvement and has accomplished the following:

- Developed and distributed *Working Together: School-Family-Community-Partnerships* (Parent Involvement Tool Kit) designed to support the development of school, family and community partnerships with the ultimate goal of helping all children and youth succeed in school and in life (2006)
- Created parent-to-parent video *Home and School: A Partnership* as well as a DVD in English and Spanish to ensure that students leave home ready to learn (2006)
- Named a statewide Parent and Family Involvement Advisory Council with representatives from 23 organizations to inform the secretary on educational policy about school-family-community partnerships (2007)

Secretary of Education, Dr. Veronica C. García, (center) was honored for advocating for family Involvement in public schools (2009). Pictured with Angie Gonzales-Carver (PTA representative) and Larry Fuller (Parents Reaching Out)

- Supported through the Rural Education Division 13 rural school-community programs to connect school curricula to community needs in an effort to revitalize local economies, workforce, and cultures (2007)
- Joined the National Network of Partnership Schools at Johns Hopkins University—a national leader in showing schools and families how to better work together (2008)

Recognition and Results

New Mexico has been recognized for its efforts in the area of Parent and Community Involvement and Rural Education in the following ways:

- Recognized as a model by the National Community Education Association—New Mexico's Rural Revitalization program (2007)

Parent and Community Involvement

- Partnered with Microsoft U.S. *Partners in Learning* project that brought a total of $2 million to 10 rural districts in New Mexico to transform schools into economic catalysts. Connected to the NMPED's Rural Revitalization program, each project received funds that supported school-community projects in science, technology, engineering, math, entrepreneurship and work-based learning. These following four projects built 21st century skills and grew local economies. (2007-2008)
    - Growing Green in Fort Sumner
    - Mosquero Media Entrepreneurs
    - Loving 21st Century Economic Revitalization Through Home Construction
    - Student Film Technician Training serving 7 districts of the Northwest Regional Education Cooperative #2

Like these boys from southeast New Mexico, some students in the state's rural communities may live on ranches. In addition to going to school, they may and learn ranching and outdoor skills, as well as participate in school-community programs for rural schools.

College and Workforce Readiness

One of the strategies Secretary García used to move education reform forward in New Mexico was to establish a positive relationship with members of the business community seeking their input on necessary workforce skills. Discussions she held with business, workforce, and education leaders yielded recommendations for a more prepared high school graduate. In addition to the incorporation of these recommendations into high school redesign, the Public Education Department has done the following:

- Established seven Career Clusters in performance standards for grades 7–12 to assist students to prepare for high-skill, high-wage, or high-demand occupations (2006)
- Collaborated with the Higher Education Department and Children's Cabinet to provide more accountability for a seamless and aligned P–20 system of education (2007)
- Increased from 98 to 148 the number of industry-recognized certifications aligned to New Mexico's Career Clusters (2007)
- Expanded Dual Credit programs that allow students to simultaneously earn both high school and college credit for some courses (2008)
- Enrolled 10,985 Students in Dual Credit courses for the 2009-2010 school year
- Increased through the High School Redesign Initiative the graduation requirements and the alignment between K–12 exit requirements and higher education entrance requirements (2007)
- Provided funding for all New Mexico sophomore students (and some junior students in 17 pilot districts) to take the PSAT at no cost. (2009–2010)

New Mexico high school students in the Job for America's Graduates (JAG) program lead their local chapter of the Career Association. Funded by the NMPED, local JAG programs provide counseling, coaching, remediation, and support to keep at-risk youth in school through graduation. In the 2007–08 school year, 187 students were enrolled in JAG.

The NMPED's Career-Technical and Workforce Education Bureau partners with a number of trades and industries to promote and guide pre-apprentice and post-secondary apprentice programs. Here an apprentice lineman works under the supervision of a journeyman lineman to install an electrical line.

- Passed legislation in order for the grade 11 New Mexico Standards Based Assessment (SBA/High School Graduation Assessment) to be administered as New Mexico's high school exit exam beginning in the spring of 2011 (2009)

- Offered 101 industry recognized certifications aligned to NM Career Clusters at 72 high schools statewide (2008)

- Passed the High School Pre-Apprenticeship Programs legislation allowing districts to provide industry-taught or guided pre-apprenticeship programs resulting in 1,458 apprentices at 260,458 hours of instruction (2009)

Recognition and Results

New Mexico has been recognized for its efforts in the area of College and Workforce Readiness in the following ways:

Students from Career Tech Student Organization meet with a state legislator.

- Increased statewide by 98% the number of students taking the Preliminary SAT (PSAT) giving students firsthand practice with the SAT—the nation's most widely used college admission exam (2007)
- Increased the number of students taking Advanced Placement tests (2007–08)
  - By 9.3% for African American students
  - By 10.9% for Native American students
  - By 8.5% for Hispanic students
- Increased for the 4th year in a row—the average ACT® composite score for New Mexico high school graduates (2008)
- Increased to 3,700 the number of students eligible to earn college credit on Advanced Placement tests (2008)

Looking Forward

In the spring of 2010, the Public Education Department collaborated with education partners, business community members, legislators, teachers, and school leaders to draft our Race to the Top application. The application built on the education reforms of the past seven years and responds to today's need to prepare students for success in college and the workplace through:

- Adopting internationally benchmarked standards and assessments
- Building data systems that measure student success and inform teachers and principals about how they can improve their practices
- Increasing teacher effectiveness and achieving equity in teacher distribution
- Turning around persistently lowest-achieving schools

Despite the fact that New Mexico was not funded, a remarkable outcome of this collaboration is the establishment of a *Blueprint for Success* for educational reform in New Mexico with the best interest of the education of our children in mind. This blueprint aligns with the federal *Blueprint for Success* and the effort to overhaul the No Child Left Behind Act, making it a fair accountability system.

In 2011, New Mexico faces a change in leadership to a new Governor, Susanna Martinez. It is our hope that the blueprint outlined and supported by our partners will be carried forward by the new administration through the following steps in the four reform areas:

Reform: Standards and Assessments

Common core standards implementation

- Build capacity within the Public Education Department to help districts and schools fully implement the common core standards in 2012 through the development of standards-aligned instructional materials and professional development
- Build local school capacity to fully implement the common core standards by establishing regional collaborative and support teams who will provide localized assistance in understanding the common core standards, aligning curriculum and instructional materials, and identifying and establishing aligned assessments

Common, high-quality assessments

- Continue the partnership with the Smarter Balanced Assessment Consortium to develop and implement common, high-quality assessments that will establish a comprehensive system aligned with the common core standards, guide instruction, and support a growth-based accountability model
- Align the current Standards-Based Assessment with the Common Core Standards as a bridge assessment until the next generation assessments are available

High School Exit Exam: *New Mexico will fully implement the SBA/High School Assessment, including the Alternative Demonstration of Competency.*

Reform: Data Systems to Support Instruction

- Fully implement a P-20 Longitudinal Data System and the Carve Your Path tools to assist all students (P-20) in planning their educational journeys and prepare for their careers after school
- Fully implement a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible and used to inform and engage key stakeholders
  Fully implement a dashboard tool that will produce a high-level, easy to read presentation of relevant data to users with defined needs as well as general audiences, and provide the necessary data to drive instructional practices to improve student achievement

Reform: Great Teachers and Leaders

- Revise and strengthen the Three Tiered Licensure System, the Teacher Evaluation System, and the Principal Evaluation System to include student growth data

- Link student growth to individual teachers and principals who have completed licensure preparation programs at their institutions and set up a process for evaluating and closing ineffective teacher preparation programs when necessary

Reform: Turning around the Lowest-Achieving Schools

- Utilize the persistently lowest achieving school definition that was developed for the Title I School Improvement Grant in 2010 to focus the work of the agency and the resources available to turn around the lowest-achieving schools
- Monitor the progress of the 9 schools who were awarded Title I School Improvement Funds and replicate the promising practices in other low performing schools
- Expand the Regional System of Support for Schools in Need of Improvement implemented in 2008
- Fully implement the online WebEPSS (school improvement plan) to provide transparency for accountability and project management
- Fully fund and implement IDEAL-NM which provides eLearning services to PK-12 schools, higher education institutions, and government agencies

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